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be attained within the limits of a volume of the size of the present by omission of much of the pedantry of useless distinctions and definition, which, rather than profundity, has been the bane of such discussions, and which the present author has not wholly escaped. The term recitation is, for example, in part thus defined. "The recitation is not a place. It requires a place, but it is in no sense a synonym of class-room. It also requires a period of time, yet it is not that period. It is not a place or a period, but rather a process or an exercise in which certain ends are accomplished."

The discussion, in the chapter on 'General Method in the Recitation,' of analysis, synthesis, deduction and induction, of objective and subjective, empirical and rational methods is an example of another sort of a treatment which must prove of little value to the class of readers for whom the book is intended. A purely formal and schematic explanation of the meanings of the terms will not secure the use of the methods suggested. The same criticism will apply in a somewhat less degree to the presentation of the 'question,' 'Socratic' and 'topic' methods, and to other parts of the book. Concrete illustrations of the use of methods in actual presentation of subjects rather than statements of what the methods are, would seem more likely to enforce their practise.

The first part of the book treats of the purpose and essentials of the recitation and the art of study; the second part, of the five formal steps of general method; and the third and last part, of the more specific problems of individual method, the use of text-books, oral and written work, English, etc., in the recitation.

In the discussion of many of these subjects, the book will well serve the purpose the author intends as a 'guide' or manual of principles and precepts which young teachers of simply high school preparation need, and it is for this class of teachers the author has especially written. In its form of presentation and preparation the book is adapted to these readers. It is clearly written, and made accessible by marginal topics and synoptical summaries and outlines.

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Youth: Its Education, Regimen and Hygiene. G. STANLEY HALL. New York: D. Appleton & Co. 1906. Pp. x + 379.

Vybrané stati pedopsychologické a pedagogické. G. STANLEY HALL. Edited, with an introduction and notes, by Frantšek Čáda. Prague: Dědictví Komenského. 1906. Pp. xvi + 199.

The first volume is a republication in condensed form of a half dozen of the eighteen chapters of President Hall's 'Adolescence,' subdivided into eleven chapters, with an added chapter (pp. 324-366) on moral and religious training. The chapter headings of the new volume are: 'Preadolescence,' 'The Muscles and Motor Powers in General,' 'Industrial Education,' 'Manual Training and Sloyd,' 'Gymnastics,' 'Plays, Sports and Games,' 'Faults, Lies and Crimes,' 'Biographies of Youth,' 'The Growth of Social Ideals,' 'Intellectual Education and School Work,' 'Education of Girls,' 'Moral and Religious Training.'

A valuable glossary of seven pages has been added, and this is a valuable and necessary supplement to the larger work as well. The book has been more carefully proofed and the bibliographic references made more complete than in 'Adolescence.' Good judgment has characterized the selection and condensation; and normal schools and teachers' classes, outside of the preferred geographic zone, are certain to find it a useful book, if they can get hold of it.

That President Hall has a large European following is apparent to readers of foreign educational reviews. Many of his American essays have been translated and published in a half dozen Continental languages. A couple of years ago Professor Joseph Stimfl brought out in German a comprehensive volume of President Hall's essays, with the title 'Kinderpsychologie und Pädagogik'; and now Professor Frantěšek Čáda, of the University of Prague, introduces him to Bohemians in a neat little volume in the Czech. This volume includes translations of the following papers: 'Notes on the Study of Infants,' 'Contents of Children's Minds on Entering School,' 'Some Aspects of the Early Sense of Self,' 'Children's Lies' and 'An Ideal School Based on Child Study.' Professor Čáda, who is the editor of *Pedagogické Rozhledy*, a high-grade Czech review, has added to the translation of the five essays an altogether discriminating introduction on the child-study movement in the United States.

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Tendencies in Child and Educational Psychology. M. V. O'SHEA. *Psychological Bulletin*, November 15, 1906. Pp. 357-363.

According to Professor O'Shea, we are the only nation which is alive as a nation to the vital questions raised by child study and educational psychology. Although there are notable exceptions, the foreign countries are devoting themselves mainly to 'working out traditional educational doctrines in the most economical and effective way,' while we are endeavoring to treat education as 'a phase of biological and psychological science.' For example, instead of considering children as miniature adults and therefore in themselves not worthy of separate study, we believe them to be very different from adults, physically and mentally, in interest, attention and impulse, and therefore offering definite problems for study.

The author points out three changes which have taken place in the methods of investigation in this field. In the first place, the syllabus method of study, in which 'results' were quickly reached and often rashly published, has given place to the more deliberate, rational method of extended research. In the second place, the method of observation of an individual child for long periods of time, instead of the study of large groups of children for brief periods, is gaining in favor, as evidenced by the books of Chamberlain and Major. In the third place, there are fewer teachers among the investigators than formerly, and consequently the results are more likely to have a scientific value, in that they